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ABSTRACT

This one-semester Psychology course for high school juniors and seniors is divided into five major units, each covered in three weeks. The overall conceptual objective is to help the interested and academically capable student to develop a more comprehensive and accurate understanding of human nature. Sub-objectives are stated within each unit. Unit 1, History and Scientific Basis of Psychology, is the keystone of the entire course. The emphasis is upon imparting the concept of psychology as a science and bringing out the need for logical formulation and critical thinking. The major thrust of Unit 2, Developmental and Psychological Bases, is that life stages can best be understood in reference to their antecedents and what may follow. Traditionally not taught as a single unit, the three concepts of Unit 3, Perception, Learning Motivation, Emotion, have been combined in the hope that effective presentation will raise the students' level of interest. Unit 4, Personality and Social Behavior, most closely matches students' concepts of psychology. Theories of human behavior and the problems of everyday living as related to social forces are presented. Unit 5, Psychological Measurement, is introduced at the end to place measurement in its proper perspective. Reference sources are cited with each unit, as are assignments and evaluation techniques.

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INTRODUCTORY PSYCHOLOGY

COURSE OUTLINE

1971

SØ 004 428

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

PREFACE

A. DESCRIPTION

1. The proposed one semester Psychology course is divided into five major units.
2. Each unit is made up of closely related areas of scientific inquiry which emphasize important elements of psychology for the beginning student.
3. Collectively the five units represent a general overview approach in presenting science of psychology to the student.
4. This approach is cognitively oriented with the overall objective of mastery of concept.
5. All units were written specifically for a student population of high school juniors and seniors:
 - a) professing strong interest in the area of psychology;
 - b) demonstrating an ability to do better than average academic work;
 - c) demonstrating a capacity to work successfully on an independent basis or with small groups of peers and with a minimum of direct supervision and control from the instructor.

B. OPERATIONAL PROCEDURE

1. The units of psychology will be taught in the sequence shown in the outline.
2. No attempt has been made to regiment the methods of presentation. Therefore, the particular teaching technique to be utilized is completely at the discretion of the instructor.
3. The specific objectives of each unit may be operationally defined as a satisfactory response by each student to the evaluation techniques chosen by the instructor. For example, in the case of a 50 question multiple choice exam, the successful response will be noted as choosing the correct alternative. More subjective evaluation is necessary for papers and oral presentations. General objectives will be found underscored in the "remarks" section included for each unit.

PREFACE

2.

4. The overall conceptual objective of this course is to help the interested and academically capable high school student to develop a more comprehensive and accurate understanding of human behavior.
5. Student evaluation of each unit will be built into the course by the administration of a questionnaire after each unit and again at the end of the course of studies.
6. The textbook: Basic Psychology (2nd edition), N. L. Munn, L. D. Fernald, Jr., and P. S. Fernald. Houghton Mifflin, Boston, Massachusetts, 1969. 557 p. \$9.50 paperback.
7. Resource material for student use is still being collected at this writing. It is anticipated that all necessary resources will be in by September however.

PROPOSED HIGH SCHOOL PSYCHOLOGY COURSE:
TEXTBOOKS: SUPPLEMENTARY READINGS:

1. **REVIEWS OF INTRODUCTORY TEXTBOOKS:** The psychology staff has inspected some 36 reviews of elementary psychology texts recommended as suitable for a high school course by the Oberlin (1970) report. In addition, approximately eight of the better texts were obtained and subjected to close review. Accordingly, our recommendations for text and supplementary material are as follows:
2. **RECOMMENDED TEXTBOOK:** Munn, N.L., Fernald, L.D. Jr., and Fernald, P.S. Basic Psychology (2nd edition) Boston; Houghton Mifflin, 1969. Pp. 557. \$9.50 paper.
3. **RECOMMENDED SUPPLEMENT:** Coopersmith, S. (Ed.) Frontiers of Psychological Research. San Francisco: W.H. Freeman, 1965. \$4.95 paper
4. Prices of the better texts ranged from about a low of \$5.95 to a high of \$12.95. Over 75% of the texts reviewed were \$7.00 or more. The modal price for supplementary readings was in the \$4 and \$5 range. Since the combined prices of these books would be a considerable outlay relative to the projected enrollment, an economy move might be in the direction of establishing a resource library for the students utilizing some of the complimentary texts we have received. About 10 or 15 copies of the Coopersmith book could be placed here for reference.

HISTORY AND SCIENTIFIC BASIS OF PSYCHOLOGY

- A. Historical development of the science of psychology to present day science**
1. Psychology as a study of the soul
 - a. early philosopher-psychologists
 2. Psychology as a study of the mind
 - a. Descartes' dualism
 3. The beginnings of the scientific approach to psychology
 - a. British Empiricism
 - b. Wundt's first laboratory
 4. The early school
 - a. Functionalism
 - b. Structuralism
 - c. Gestalt
 - d. Behaviorism
 5. Psychology as the study of behavior
 - a. Watson
 - b. Skinner
- B. Scientific psychology today - definition of psychology as a biosocial science**
1. The four methods of knowing
 - a. tenacity
 - b. authority
 - c. a priori
 - d. scientific
 2. The nature of science
 - a. observable variables and measurement
 - b. hypotheses
 - c. testing hypotheses
 3. Scientific psychology beyond behaviorism
 - a. hypothetical constructs and intervening variables
 - b. construct validation through prediction
- C. Research in psychology**

1. Statement of the problem
 - a. review of previous research
 2. Hypotheses
 - a. research hypothesis
 - b. null hypothesis rationale
 3. Methods and procedures in research
 - a. operational definitions
 - b. selection of subjects
 - (1) randomization
 - (2) matching
 - c. research design
 - (1) correlational (ex post facto) design
 - (2) experimental designs
 - (a) experimental groups
 - (b) control groups
 - (3) factors jeopardizing the validity of research results
 - (a) history
 - (b) maturation
 - (c) testing
 - (d) instrument decay
 - (e) statistical regression
 - (f) experimental mortality
 - (g) selection bias
 - (h) reactive arrangements
 - (4) statistical tests (non-technical presentation)
 - (a) probability
 - (b) chance differences
 4. Research results related to hypotheses
 - a. null hypothesis rejected or not rejected
 - b. rival hypotheses explored
 - c. suggested future research
 - d. practical consequences of research
- D. Basic Statistics
1. Importance of statistics in psychology
 - a. unreliability of subjective judgment
 - b. repeatability of research
 - c. comparison of results to chance

2. Descriptive statistics

- a. graphical representations of data
 - (1) frequency distribution
 - (2) histogram
 - (3) frequency polygon
 - (4) curves
- b. measures of central tendency
 - (1) mean
 - (2) median
 - (3) mode
- c. measures of variability
 - (1) range
 - (2) standard deviation
- d. the normal curve
- e. correlation

3. Inferential statistics

- a. samples vs populations
- b. sampling error
- c. statistical tests
 - (1) statistical significance
 - (2) t-test; an example of a statistical test

Sources consulted in preparing this outline

Boring, E.G. - A History of Experimental Psychology, 2nd edition,
N. Y. Appleton-Century-Crofts, 1950

Campbell, D.T. and Stanley, J.C. - Experimental and Quasi-Experi-
mental Designs for Research in teaching in Gage, J.L. (ed.),
Handbook of Research in Teaching, Chicago Rand McNally, 1963

Fiezel, H. and Brodbeck, M. - Readings in the Philosophy of Science,
N. Y. Appleton-Century-Crofts, 1949

Hempel, C.G. - Fundamentals of Concept Function in Empirical Science,
Chicago, University of Chicago Press, 1952

Kerlinger, Fred N. - Foundations of Behavioral Research, N. Y. Holt,
Rinehart, and Winston, 1964

Unit I Assignment and Evaluation Techniques

Each student will write a short paper outlining the scientific approach

to a question concerning animal or human behavior. This paper will contain:

1. Statement of the question
2. Hypotheses
3. Method and procedures of collecting data bearing on the hypotheses
4. Specification of the scores or means that would be compared with a statistical test (mathematics of comparison test need not be included)
5. Rival hypotheses to explain a possible statistically significant outcome

Unit I Exam: 50 point multiple choice

REMARKS:

The initial unit may well be considered the keystone of the entire course since all other units are built upon and around it. Although Unit I takes into account a number of the more important historical antecedents of modern day psychology, the emphasis is primarily upon imparting to the student the concept of psychology as a science. Accordingly, the student is led to see that, just as in the other sciences he has studied (Biology, Chemistry, etc.), information is not accepted unless it can be borne out empirically.

The casual reader of this outline might wonder if the high school student has amassed the sophistication necessary to adequately understand such concepts as "Experimental Mortality", "Reactive Arrangements", etc. (Page 2, C-3) (Factors jeopardizing the validity of research results). Actually, these factors to which we refer are only labels of rather common-sense concepts in the area of scientific inquiry. The subject of probability and associated differential and descriptive statistics is a bit more complex, especially for the non-mathematically oriented student. The presentation in this area however will be primarily non-technical.

Unit I attempts to dispel the many pre-existing myths, fantasies and erroneous assumptions concerning psychology that the beginning student almost always brings with him into the classroom. At the same time it also attempts to bring out the student's appreciation of and need for logical formulation and critical thinking.

DEVELOPMENTAL AND PHYSIOLOGICAL BASES

A. Neurophysiological and endocrinological basis of behavior

1. Peripheral response mechanisms
 - a. The cell: properties, structure and function
 - b. receptors
 - c. effectors
2. The Peripheral Nervous System
 - a. definition of terms - anterior, posterior, dorsal, medial, etc.
 - b. gray and white matter
 - c. centers and pathways
 - d. major divisions of the peripheral nervous system as distinguished from the central nervous system
3. The Autonomic System
 - a. Sympathetic system
 - b. Parasympathetic system
 - c. integration of systems
4. The Central Nervous System*
 - a. The spinal cord-general features
 - b. brain: major divisions, structure and function
 - (1) Forebrain: Cerebrum thalamus, hypothalamus, olfactory bulbs
 - (2) Mid-brain
 - (3) Hind brain: Cerebellum, Pons, Medulla
 - (4) Sensory functions
 - (5) motor functions
 - (6) association functions

* Evolution approach stressing increased differentiation of structure and function moving up the phylogenetic and/or ontogenetic ladder

5. General Nerve physiology
 - a. potentials in nerve fibers
 - b. excitability of neurons
 - c. synaptic transmission
 - d. phenomena of complex networks

6. Endocrine System
 - a. hormones
 - (1) pituitary
 - (2) thyroid
 - (3) adrenal
 - (4) gonads
 - (5) research methods and biochemical studies
 7. The Chemical Senses
 - a. olfaction
 - b. gustation
 8. Vision
 - a. physiology of the eye
 - b. spatial vision
 - (1) pattern vision and the visual cortex
 - (2) movement vision and apparent movement
 - c. brightness vision
 - (1) photochemistry
 - (2) rod and cone cells
 - (3) luminosity functions
 - d. color vision
 - (1) the structure of the retina
 - (2) color receptors and color theories
 - (3) the Purkinje shift (demonstration)
 - (4) color blindness (types)
 9. Hearing
 - a. the physical nature of sound
 - b. the auditory system
 - (1) external ear
 - (2) middle ear
 - (3) cochlea
 - (4) auditory cortex
 - c. mechanisms of localization
 - d. the semicircular canals and balance (sense)
- B. Prenatal Life**
1. The concept of Heredity
 - a. chromosomes and genes
 - b. the genetic code (DNA and RNA)
 - c. single and multiple gene traits
 - d. dominant and recessive genes

2. The intrauterine environment
 - a. the ovum
 - b. the embryo (developmental stages)
 - c. the placenta
 - d. the fetus
 - e. birth
 - f. factors influencing prenatal development
 - (1) nutrition
 - (2) oxygen
 - (3) noxious substances

C. Infancy: The first two years of life

1. Sensory and motor development
2. The development of speech and language
3. The growth of intelligence
4. The importance of early experience: maternal affection: training
 - a. the concept of the "critical period" during skill development
5. Early socialization
6. The psychoanalytic concept of conflict
 - a. oral conflict
 - b. anal conflict

D. The Pre-School Child: From year two through year four

1. Sensory-motor development
2. The increase in perceptual skills
3. Language development
4. Sex differences and the cultural press of sex role
5. Further development of intelligence
6. Further development of social skills
7. Emotional development: Psychoanalytic concepts
 - a. the oedipal complex
 - b. the phallic stage
8. Parent-child relationships
9. Sibling rivalry
10. The concept of birth order and the dynamics of personality traits

E. The elementary school age child: Ages five through ten

1. The integration of learned skills
2. Language as a vehicle for intellectual processes

3. Emotional development: psychoanalytic concepts
 - a. the latency period
4. Increased differentiation of role and the emerging self
5. The juvenile's reaction to stress and concepts of control
6. Factors influencing sense of personal worth
 - a. physical development
 - b. perceptual motor skills
 - c. socio-economic status

F. Pre-adolescence, Early, Middle and Late Adolescence

1. Internal biological changes
2. Cultural influences on puberty and the adolescent role
3. The peer group; Factors affecting conformity and deviation from the group
4. The concept of social class and the perception of social class in adolescent peer groups
5. Factors affecting delinquency. Hostility and acting-out
6. Sexual factors and sexual adjustment in adolescence
7. Perceptions of authority by the adolescent

G. Young adulthood 20-30

1. Advanced educational/technical training
2. Career roles and the necessary modification of adolescent behavior
3. Future orientation, long-range planning and commitment
4. Marriage and the young family
5. Risk-taking behavior

H. Later adulthood: 30-60

1. Learning to assume leadership roles
2. Management, creativity, authority, prestige
3. Development of effective problem solving techniques

I. The Senior Citizen 65+

1. Learning to cope with sense of isolation and detachment
2. Learning to cope with reduced vigor and the concept of death
3. Learning to use new increased leisure time in mentally, healthy, constructive and satisfying ways

Sources consulted for preparation:

Douvan, Elizabeth and Adelson, J. - The Adolescent Experience,
New York, Wiley, 1968

- Erikson, E. H. - Childhood and Society, New York, Norton, 1950
- Gardner, E. - Fundamentals of Neurology, Philadelphia, W.B. Saunders Company, 1958
- Gesell, A. - The First Five Years of Life, New York, Harper and Brothers, 1940
- Gesell, A. - Ilg, Frances L. - The Child from Five to Ten, New York, Harper, 1946
- Havinghurst, R. J. - Human Development and Education, New York Longmans Green, 1953
- Morgan, C.T. and Stellar, E - Physiological Psychology: 2nd edition, McGraw-Hill, 1950
- Mussen, P.H., Conger, J.J. and Kagan, J. - Child Development and Personality,
- Piaget, J. - The Moral Judgment of the Child, New York, Collier Books, 1962

Unit II Assignment:

Each student will write a short paper on the topic of Growth and Development. He will utilize information which can be obtained from available sources.

Unit II Exam: 50 point multiple choice

REMARKS:

Although Unit II is subdivided into nine major sections (A through I), the sub-division may actually be placed under two larger areas:

- (1) Neurophysiological and endocrinological basis of behavior
- (2) The widely recognized life stages and the growth and the development of the human being in our culture

The neurophysiology section (originally quite extensive) has been revised to include only the basic information necessary for understanding and appreciating the importance and complexity of this area. The "Growth and Development" section is divided into seven "Life Stages" beginning with pre-natal life and continuing through infancy, pre-school, elementary

school, pre-adolescence, young adulthood and later adulthood. The life stages, however, serve mainly as guidelines since no sharp differentiation can be made as the individual passes from one stage into the next. Thus the major thrust of this Unit is that life is not static, but continually changing from conception to death. Further, all life stages can best be understood in reference to their antecedents and what may follow.

The inner and outer resources available to the individual as he copes with the problems indigenous to each life stage are emphasized as crucial to the developmental process. The child is "father of the man" and the adult is a product of his experiences.

PERCEPTION: LEARNING MOTIVATION: EMOTION

A. Perception

1. Innate perceptual functions
 - a. figure-ground
 - b. fixation
 - c. cell assembly's and phase sequence
 - (1) Hebbian Theory of perception
 - (2) The "recognition ring" (recent research)
2. The perception of space, time and psychological continuation
 - a. Visual cues
 - (1) Monocular
 - (a) size
 - (b) perspective
 - (c) filled and unfilled space
 - (d) light and shadow
 - (e) interposition
 - (f) parallax
 - (g) accommodation
 - b. Binocular
 - (1) Retinal disparity
 - (2) Convergence
3. Figures patterns and groups: Gestalt principles
 - a. Principles of grouping
 - (1) similarity
 - (2) proximity
 - (3) closure
 - (4) continuity
4. Auditory perception
 - a. Monaural cues
 - (1) loudness
 - (2) complexity
 - (3) volume
 - b. Binaural cues
 - (1) time difference
 - (2) intensity difference
 - (3) phase difference
 - (4) stereophonic effects

5. The perception of time
 - a. temporal continuity and discontinuity
 - b. the "mental clock"
 - c. rhythm

6. The constancy principles in perception
 - a. size
 - b. shape
 - c. color
 - d. brightness

7. The illusion as negative constancy
 - a. the neckar cube
 - b. the mueller-lyer illusion

8. The relationship of motivation and perception
 - a. motivation defined (elementary)
 - b. simple differentiation between primary and secondary drive
 - c. motivation as a selective agent in perception
 - d. motivation as an effective agent in perception
 - e. introduction to the motivational and learning sequence:
 - (1) need-drive-incentive-reward
 - f. discussion of physiological motivation in relation to learning
 - (1) survival
 - (2) hunger
 - (3) sleep
 - (4) sex
 - (5) maternal
 - (6) stimulation
 - (a) affectional
 - (b) sensory
 - g. acquired motivation and social learning
 - (1) cultural motives, the role of environmental
 - (2) conditioning and the experience of emotion
 - h. review of physiological correlates of emotion
 - (1) autonomic nervous system and related activities
 - i. the concept of emotions as motives
 - j. emotions as feelings-affective states
 - k. emotions as levels of arousal
 - (1) levels of arousal and task performance
 - (a) Yerkes-Dodson Law

B. Learning and Retention (memory)

1. Classical and operant conditioning
 - a. examples of conditioning techniques in psychotherapy
 - b. conditioning principles
 - c. problem solving and the role of insight
 - d. learning tasks and methods of presenting information
 - (1) motor tasks) integration
 - (2) verbal tasks)
 2. Performance and Practice
 - a. distributive vs massed practice
 - b. retention factor
 - c. recitation vs reading
 - d. whole vs part learning
 - e. knowledge of results
 3. Effective study techniques: short and long term memory
 - a. SQ3R approach
 - b. programmed instruction
 4. The transfer of training
 - a. factors influencing transfer
 5. Review discussion of the concepts of -
 - a. positive reinforcement
 - b. negative reinforcement
 - c. punishment- related to learning theory
- C. Higher order learning: Complex processes: The nature of thinking
1. The nature of concept formation
 - a. concrete vs abstract thought
 - b. generalization
 2. Reasoning and creative thinking
 - a. the latent learning experiment
 - b. discovery of a principle
 - c. the formation of set in problem solving
 - d. flexibility in creative thought processes
 - e. characteristics of creative thought and creative people

Sources consulted in preparing this unit

Bruner, J.S., Oliver, R.R. and Greenfield, P.M. - Studies in Cognitive Growth, New York; Wiley, 1966

Cofer, C.N. and Appley, M.H. - Motivation: Theory and Research

Dember, W.N. - Psychology of Perception, New York: Holt, 1960

Flavell, J.H. - The Developmental Psychology of Jean Piaget,
Princeton, New Jersey, Van Nostrand, 1963

Hilgard, E.R. and Bower, G. H. - Theories of Learning (3rd edition)
New York, Appleton-Century-Crofts, 1966

Hochberg, J.E. - Perception, Englewood Cliffs, New Jersey, Princeton-
Hall, 1964

Kohler, W. - Gestalt Psychology (revised edition) New York:
Liverwright, 1947

Robinson, F.P. - Effective Study (revised edition) New York, Harper,
1961

Unit III - Assignment

Small "teams" of students will report to the class concerning relevant research in the field of perception and/or demonstrate some principle of perception learning, motivation or emotion.

Unit III Exam: 50 multiple choice

REMARKS

Traditionally learning and motivation, perception, and emotion form three separate units and are not taught simultaneously in a single unit. They have been placed together here largely because of instructor bias. It has been our experience that learning and motivation are the areas in which the average student's interest lags considerably and it is further felt that this is largely because of the manner of presentation. All too often students fail to recognize any connection between the crucial area of learning and learning theory and their own relevant worlds. On the other hand, they are usually interested in the concept of emotion and are almost always intrigued by the psychologist's approach to the area of perception - a function which they have usually taken for granted.

Learning, perception, motivation, and emotion are so intimately involved with the acquisition of information from the external world (learning),

it is hoped that this sequence of presentation will be more effective in terms of raising the student's level of interest, thus facilitating acquisition of necessary concepts needed to understand more complex forms of behavior.

PERSONALITY AND SOCIAL BEHAVIOR

- A. Prescientific Personality Theories
 - 1. Humoral
 - 2. Phrenology
- B. Hereditary Determinants of Personality
- C. Physiological determinants of Personality
- D. Motivational determinants of Personality
- E. Reactions to Stress; Anxiety and Conflict
 - 1. types of conflict
 - a. approach-approach
 - b. avoidance-avoidance
 - c. approach-avoidance
 - d. double approach - avoidance
- F. Defenses against anxiety and conflict
 - 1. denial
 - 2. repression
 - 3. reaction formation
 - 4. projection
 - 5. displacement
 - 6. regression
- G. Abnormal deviations in personality
 - 1. Neurosis
 - 2. the psychoneurosis
 - 3. anxiety states
 - 4. obsessions and compulsions
 - 5. hysteria
 - 6. traumatic neurosis
 - 7. psychosis
 - 8. mood states
 - 9. schizophrenia
 - 10. psychosomatic disorders
 - 11. Organic states
 - a. brain injury
 - b. epilepsy
 - c. aging
 - d. paresis

- H. Personality Disorders and the Concept of Social Deviation
 - 1. personality traits and crime
 - 2. sexual deviation
 - 3. drugs and behavior

- I. Personality assessment: Selected techniques
 - 1. life situations
 - 2. rating and ranking scales
 - 3. interviews and questionnaires
 - 4. projective techniques

- J. Social Behavior
 - 1. attitudes
 - 2. opinions
 - 3. beliefs
 - 4. authority and authoritarianism
 - 5. conformity and deviation in groups
 - a. the individual in the small group
 - b. group cohesiveness and leadership
 - c. alternative definitions of the group leader measurements of group interaction
 - 6. Perception of the social world as a function of previous training and experience
 - a. theories and attitude change
 - (1) balance theory
 - (2) cognitive dissonance - (Festinger Theory)
 - 7. methods of social communication
 - a. sender)
 - b. signals)
 - c. channels) definition of terms
 - d. receiver)
 - 8. non-verbal communication
 - a. "body language"
 - 9. verbal and vocal verbal behavior
 - a. denotative and connotative meanings
 - b. multiple signals: conflict and congruence
 - 10. communication in the small group
 - a. fixed and free channels
 - b. network patterns in small group communication
 - 11. mass communication
 - a. audience interest and reaction
 - b. advertising
 - 12. elements of social organization
 - a. the concept of social class
 - b. differences in class structure and behavioral reactions

- c. status
- d. role
 - (1) role conflict, multiplicity of roles
- 13. group processes: methods of analysis
 - a. social field analysis
 - b. Bales interaction process analysis

Sources consulted in preparing this unit

Calvin, A.D. et. al. - Psychology, Boston: Allyn and Bacon, 1961

Cartwright, D. and Zander, A. - (EDS) - Group Dynamics: Research and Theory (2nd edition) New York, Harper, 1960

Eysenck, H.J. (Ed) - Handbook of Abnormal Psychology, New York, Basic Books, 1961

Fenichel, Otto, The Psychoanalytic Theory of Neurosis, New York: Norton, 1945

Hall, C.S. and Lindzey, G. - Theories of Personality, New York: Wiley and Sons, 1957

Hutt, M.L. and Gibby, R.G. - Patterns of Abnormal Behavior, Boston, Allyn and Bacon, 1957

Jones, E.E. and Gerard, H.B. - Foundations of Social Psychology, New York, Wiley, 1967

Mower, O.H. - Learning Theory and Personality Dynamics, New York: Ronald Press, 1950

Ulman, L.P. and Krasner L. (Eds) - Case Studies in Behavior Modification New York, Holt, Rinehart and Winston, 1965

Unit IV Assignment:

- Option 1. short report of research in the area
- Option 2. group processes presentation

Unit IV Exam: 50 questions in multiple choice exam

REMARKS

This is the unit which most students perceive as representing the science of psychology and it is this unit which most closely matches their concepts of psychology and their expectations of course content. For this reason the interest level is usually quite high. The approach in this unit is considered quite traditional and appropriate: beginning with the pre-scientific theories of human behavior, the student is introduced to a number of theories of personality with the heaviest concentration on learning theory and psychoanalytic theory. Some psychiatric nomenclature is introduced at this point and abnormal deviations in personality and behavior are discussed. Anticipating the final section (measurement) a few well-known methods of personality assessment are introduced and discussed in a non-technical presentation.

Social psychology is also introduced in this unit and the emphasis here is primarily on elements of social organization and methods of social communication. Two formal theories of social organization are also introduced at this point, but again the presentation is largely non-technical. The final unit on measurement is anticipated by introducing the concept of measurement in the analysis of group and social process. Two or three common approaches to this problem are then discussed.

Unit IV thus attempts to give the student some understanding of the psychologist's perspective in dealing with and explaining not only the area of psychopathology but also the problems of everyday living as related to social forces.

PSYCHOLOGICAL MEASUREMENT

- A. Historical origins of testing
- B. Alternative definitions of tests
- C. Use of tests
 - 1. prognosis
 - 2. diagnosis
 - 3. research
- D. Classification of tests
 - 1. typical behavior vs maximum performance
 - interest aptitude
 - attitude ability
 - personality achievement
 - 2. how measure?
 - (a) individual v. group
 - (b) objective v. subjective
 - (c) paper and pencil v. performance
 - (d) language v. non-language
 - (e) power v. speed
 - 3. example of classifications above
 - 4. the nature of measurement and the level of data
 - (a) nominal
 - (b) ordinal, most used in psychological measurement
 - (c) interval
 - (d) ratio
- E. Evaluation of tests: The concept of error variance in multiple dimensions. Basic considerations
 - 1. basic criteria for judging tests
 - (a) price
 - (b) time
 - (c) cost
 - (d) ease of administration
 - (e) quality of the measuring instrument
 - 2. interpretive error and the concept of standardization
 - 3. variable error and the concept of reliability
 - 4. personal error and the concept of objectivity
 - 5. constant error and the concept of validity
 - 6. standardization
 - (a) the frequency distribution

- (b) types of scores
 - (1) age and grade scales
 - (2) percentile ranks
 - (3) standard scores
 - 7. expectancy tables
 - 8. basic procedures for estimating reliability of a test
 - (a) test-retest
 - (b) parallel test
 - (c) split-half
(KR and Hoyt methods optional)
 - 9. factors influencing estimates of test reliability
 - (a) test length
 - (b) group heterogeneity
 - (c) speededness
 - (d) construction and administration of the test
 - 10. the basic kinds of validity
 - (a) content: face, logical or sampling, factorial
 - (b) empirical: schematic representation of validity
 - (c) coefficient: concurrent validity and cross validation
 - (d) construct validity
- F. The measurement of ability**
- 1. history of mental testing
 - 2. the intelligence quotient
 - (a) meaning and stability of the IQ
 - (b) validity of IQ scores
 - 3. measurement of general ability: examples
 - (a) types of ability tests:
 - (1) subject-matter proficiency
 - (2) general educational development
 - (3) reading, vocabulary, arithmetic, quantitative reasoning
 - 4. school achievement tests and the prediction of academic ability
 - 5. test of special ability
 - 6. the sorting of abilities (factor analysis)
 - (a) the three types of factors:
 - (1) general
 - (2) group
 - (3) specific
 - 7. Thurstone's "Primary Mental Abilities." The concept of "simple structure"
 - 8. using tests for personnel selection and classification: elements of decision theory

9. tests of typical performance
 - (a) interest inventories, attitude measures
 - (b) personality measurement:
 - (1) self report techniques: objective and subjective
 - (2) comparison of MMPI and Rorschach
 - (3) observation techniques
10. multiple measurement: combining several tests or several scores from the same test: test profiles
11. criticisms and defense of psychological measurement

Sources consulted in preparing this unit

Anastasi, Anne - Psychological Testing, New York: Macmillan, 1954

Anderson, Harold H. and Anderson, Gladys L. (eds.) An Introduction to Protective Techniques, New York: Prentice-Hall, 1951

Atkinson, John W. (ed.) - Motives in Fantasy, Action and Society, New York: Van Nostrand, 1958

Back, Samuel J. - Rorschach's Test I: Basic Processes, New York: Grune and Stratton, 1944

Buros, Oscar K. - The Sixth Mental Measurements Yearbook, Highland Park, New Jersey, Gryphon Press

Cronbach, Lee J. - Essentials of Psychological Testing, New York Harper and Row, 1960 (2nd edition)

Helmstadter, G.C. - Principles of Psychological Measurement, New York: Appleton-Century-Crofts, 1964

Unit V Assignment

A short paper "inventing" a test to measure for a characteristic: paper will contain -

- (a) rationale for need for the test;
- (b) test protocol or design;
- (c) method of standardization, validity and reliability

Option: Unit V Exam - 50 multiple choice

REMARKS

Traditionally psychological measurement units are placed directly after learning units and they are reintroduced again after "mental health units." The psychological measurement unit here is introduced at the very end because of an experience-validated bias that students in elementary psychology courses need all the previous units in order to place measurement in its proper perspective. Students who are given units on measurement early in the course often mistakenly (and understandably) imbue these techniques of assessment with "magical" qualities. After a thorough grounding in the basic areas of psychology, however, one approaches this area with sufficient sophistication and is able to render a much more realistic appraisal of the status of psychological measurement.

The unit is introduced by discussing an area familiar to all students - tests - and then broadens appreciably to general consideration of the concept of measurement. Concepts which have historically proven quite confusing to students such as standardization, reliability, objectivity, validity, etc., are approached after the manner of Helmstadter (1964). In this approach the foregoing terms are identified through different forms of error which can be made in "measuring" at this level. This particular approach is not unfamiliar to the student because it was initially introduced during the first unit in discussing research design.